



PARENTAL INVOLVEMENTS AND PARENT EDUCATION ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS' IN KWARA STATE

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Abstract

This study investigated parental involvement and parent education on secondary school students' academic achievement in Kwara State, Nigeria. The study was a descriptive study, the sample comprised 1,448 respondents of Senior Secondary School One Students. 21 secondary schools were sampled. Two research instruments were used: family variables questionnaire which elicited information on the students' parental involvement and education. The validity of the instrument was determined through construct validity. The second instrument was a proforma for collection of Junior Secondary School results of the students in English Language, Mathematics, Basic Science, Social Studies and Business Studies. The three hypotheses generated for the study were tested at 0.05 alpha level of significance using Pearson Product Moment Correlation Coefficient, ANOVA and multiple regressions. The findings show that there was a significant relationship among parental involvement, parental education and academic performance. Based on the findings, it was recommended that, Government should incorporate parent-school partnership in our school system for better outcomes in students' academic performance.

Keywords: Academic Achievement, Parent Education, Involvement, Students

Introduction

Education is one of the major instruments of social change and the force which brings changes in all round development of the people of any country. Family is one of the major social institutions in every human societies saddled with the responsibility of child bearing and rearing. It is the first agent of socialization a child comes in contact with. Therefore, the way the family members relate has a lot of influence on the child, because the family offers companionship, security, nurturing and protection for its members (Daramola, 2023)

Children's academic achievement is determined by multiple factors such as, different family and school backgrounds. Considering the family background, some children belong to the family where the parents have different educational qualifications, while some may fall in the categories of parents that are involved and those that are uninvolved in their children's academic activities. The variable of parental involvement in children's education cannot be ignored. When families are involved in their children's education, children earn higher grades and receive higher scores in tests, attend school more regularly, complete more homework, demonstrate more positive attitude and behaviours to work generally. Harwell and Brown (2009), found a positive correlation between parental involvement and students' academic achievement. Olatoye and Ogunkola (2018) confirmed that this parental involvement in education includes contributions to their children's home-based activities (helping with homework, encouraging children to read and promote school attendance) and school based activities (attending Parent-Teacher Association meetings, Parent-Teacher Conferences and participating in fund raising activities). Oluwature (2018) also confirmed that parental involvement has been used to mean parental expectation of school performance, and that deliberate efforts by the home to enhance academic performance.

Onabamiro, Adegbeniga and Adebisi (2010) agreed that parental involvement in students' academics greatly improve their performances; when parents are significantly involved in their children's performances, the children make progress not only academically but also emotionally and behaviourally.

The family variable of parental education on academic achievements is another area of interest. Sharma and Aggarwal (2010) confirmed that parental educational level is raised as a factor positively related to children's academic achievement. Dragon and Dusia (2003) confirmed that many studies have found positive relations between school achievements and parental educational level. They also noted that the most unsuccessful students come from large families and from those parents with low educational level.

The Education Encyclopedia Online (2010) suggested that parental level of education influences parent's knowledge, belief, values and goals about their children. Although it goes further to suggest that rather than having a direct association with children's academic achievement, parents' level of education is part of a larger constellations of psychological and sociological variables influencing children's school outcomes. Epstein (2007), on the contrary asserted rather than parental educational background, it is the level of parental knowledge of school and especially involvement in school activities that influence the children development

The main focus of this study is the influence of parental involvement-family process variable and Parental Education-Family status variable on secondary school students' academic achievement in Kwara State. Studies by Omengo and Nasongo (2010) researched on gender role socialization in the family and students' academic achievement and parenting style. Ahmed (2009) conducted study on parental educational achievement on students' performance. None of these studies combined variables of parental involvement and parental education on academic achievement of senior secondary school students. It is against this background that this study carried out an investigation on influence of parental involvements and education on secondary school students' academic achievement in kwara State.

Research Hypotheses

The following hypotheses were generated and tested for this study:

- H₀₁ There is no significant relationship between parental involvement and academic achievement of students.
- H₀₂ There is no significant difference in students' academic performance on the basis of parental education.
- H₀₃ There is no significant relationship among parental involvement, parental education and students' academic achievement

Methods and Material

The research design adopted for this study is a descriptive research design. The sample for the study comprised 1448 senior secondary school one students. The Senior Secondary School one (SSS1) students of the selected schools were used for the study, because they were students who have just written their Junior Secondary Certificate Examination (J.S.C.E.) in the previous year. This showed that they had been in the secondary school for over a period of three years. This made them to at least, have the competence that was required to respond to the questionnaire items that were administered to them by the researcher. The students' results in English Language, Mathematics, Basic Science, Social studies and Business Studies were used to measure their academic achievement. The researcher randomly selected 21 secondary schools in Kwara State. Two (2) research instruments were used to collect data for the study. One of the instruments was a questionnaire and the other was the proforma for the collection of the students' Junior School Certificate Examination (J.S.C.E.) results in English Language, Mathematics, Integrated Science, Social Studies and Business Studies. The questionnaire was titled Parental Involvement and Education Questionnaire (PIEQ). It has four (4) sections. Section 'A' have items eliciting information on respondents' biographical data. Also, Section 'B' was used to elicit data on the bases of parental educational while Section 'C' was an adapted questionnaire of Secord (2009), who used the instrument in a research entitled. "Quality of Parental Involvement.

The construct validity of the questionnaire was done by experts while the reliability of the questionnaire was ascertained by administering to sixty (60) students from two (2) schools that did not participate in the study. After a 3 weeks interval, it was re-administered to the same set of students. The data collected from the first and the second administration were analysed using Pearson's Product Moment Correlation. A coefficient of 0.70 was obtained.

The researcher administered the questionnaires to the respondents after soughting for the consent of the respondents. The demographic data of the respondents were analysed using percentage. Pearson Product Moment Correlation Coefficient was used to test hypothesis one and ANOVA for hypothesis two while multiple regression was used to test hypotheses three.

Results and Discussions

Percentage was used to describe personal information of the respondents (students) and the outputs are shown table 1.

Table 1: Distribution of the Students by their Parents' Educational Levels

Educational Level	Frequency	Percentage (%)
No Formal Education	145	10.0
Primary Education	261	18.0
Secondary Education	468	32.3
NCE/ND	130	9.0
Degrees and above	444	30.7
Total	1448	100.0

Table1 shows that out of the 1,448 students sampled, 145 (10%) of their parents had no formal education, 261 (18%) came from parents with primary school leaving certificates, 468 (32.3%) students' parents had up to secondary education, 130 (9%) of the parents had NCE/ND, while 444 (30.7%) of the parents had up to first degrees and above.

Table2: Distribution of the students by their Levels of Academic Achievement

Levels	Frequency	Percentage (%)
Failed	98	6.8
Passed	416	28.7
Credit	556	38.4
Excellent	378	26.1
Total	1448	100.0

Table 2 reveals the actual cumulative academic achievement of students in English Studies, Mathematics, Business Studies, Social Studies and Basic Science of sampled secondary JSCE results. It also indicates that out of the 1,448 results sampled, 98 (6.8%) performed poorly or failed, 416 (28.7%) had pass (D grade), 556 (38.4%) bagged credit (C) while the rest 378 (26.1%) performed well.

Table 3: Distribution of the Students by their Levels of Parental Involvement

Levels of Involvement	Frequency	Percentage (%)
Never	24	1.7
Once in a month	68	4.7
Once in a week	203	14.0
Most Days	1153	78.6
Total	1448	100.0

Table 3 shows that out of the 1,448 students sampled, 24 (1.7%) said their parents were never involved in their school activities, 68 (4.7%) said their parents were involved in their school activities once in a month, while 203 (14.0%) agreed that

their parents were involved in their school activities once in a week. However, 1,153 (78.6%) submitted that their parents were involved in their school activities most days.

Hypotheses Testing

H₀₁: There is no significant relationship between parental involvement and academic achievement of secondary school students in Kwara State.

Table 4: PPMC Showing the Relationship between Parental Involvement and Academic Achievement of Students

Variables	No	Mean	Std Value	df	Cal F-value	Sig (2tailed)
Remarks						
Parental Involvement	1448	14.930	1.123	1446	0.0712	0.000
Academic achievement	1448	12.161	0.0926			S
P < 0.05						

Table 4 shows that the calculated r-value is 0.712 with the P-value of 0.000 computed at 0.05alpha level. Since the calculated P-value (0.000) is less than the alpha level (0.05), it implies that a significant positive relationship exists between parental involvement and academic achievement of Secondary School Students in Kwara State.

H₀₂: There is no significant difference in students' academic achievement on the basis of parental education.

Table 5: ANOVA Analysis Showing the Difference in the Academic Achievement of Secondary School Students in Kwara State on the Basis of Parental Education Levels

Sum of	Mean Squares	df	Cal F- value	Sig (2tailed)	Remarks
Between Groups	11.582	4	2.896.175	16.55	.000
Within Groups	252.525	1443			S
Total	264.107	1447			
P<0.05					

Table 4 reveals that the calculated F-value is 16.55 with P-value of 0.000 computed at 0.05 alpha level. Since the P-value (0.000) is less than the 0.05 alpha level, hypothesis 3 is rejected while the alternative hypothesis upheld that a significant difference exists in the academic achievement of Secondary School Students in Kwara State on the basis of parental educational levels.

To ascertain where the difference lies a Scheffe Post Hoc Test was carried out and the output is as shown on Table 5.

Table 5: Scheffe Post Hoc Test Showing Where the Significant Difference lies

Parent Education	No	Subject for alpha = 0.05				
		1	2	3	4	5
No formal Education	145	10.324				
Primary Education	261		11.3812			
Secondary Education	467			11.7692		
NCE/ND	130				12.5213	
Degree Education	445					13.0090

Table 5 reveals that those students whose parents had at least a degree certificate performed better than other categories with mean score of 13.0090 in subset 5. It is followed by students whose parents had NCE/ND certificates in subset 4 with mean score of 12.5213. The third categories of students are those whose parents had secondary education in subset 3 with mean score of 11.7692. Students whose parents had primary education performed and fell into subset 2 with mean score of 11.3812. The least performed students are those whose parents had no formal education in subset 1 with mean score of 10.3241.

H₀₃: There is no significant relationship among parental involvement, parental education and academic achievement of secondary school students in Kwara State

Table 6a: Regression Analysis Showing Relationship Among Parental Involvement, Parental Education and Academic Achievement of Secondary School Students in Kwara State

Model	Sum Square	df	MS	Cal F- value	Sig (2tailed)	Remarks
Regression	11.226	2	5.613	.188	.000	S
Residual	271.660	1445	29.856			
Total	282.886	1447				

P < 0.05

Table 6a Indicates that the calculated F-value is 29.856 with P-values of 0.000 computed at 0.05 alpha level. Since the calculated P-value is less than the 0.05 alpha level, it implies that there is a significant relationship among parental involvement, parental education and academic achievement of Secondary School Students in Kwara State.

In order to find out the contribution of independent variables together, r-square was calculated as shown in the table in Table 6b.

Table 6b: Contributions of each of Parental Involvement and Parental Education to the Prediction of Academic Achievement of Secondary School Students in Kwara State.

Model	Unstandardized B	Coefficient Std Error	Standardized Beta	Coefficient t-value	Sig.
Constant	.283	.039		7.317	.000
Parental Involvement	.350	.025	.562	5.318	.000
Parental Education	.653	.086	.896	16.036	.000

Table 6b shows the contributions of each of the independent variables (parental involvement and parent education) through Beta weight. It shows that parental education contributed 0.896 which is greater than the Beta weight of 0.562 of parental involvement

Table 6c: Model Summary of Regression Analysis Showing the Contribution of Independent Variables Together on the Academic Achievement

Model	R	R-square	Adjusted r-square	Std Error of the estimate
1	.696	.803	.724	.434

The model summary in table 6c shows that all the independent variables (parental involvement and parental education) together explains $R^2 = 0.803$ (80.30%) of the variance in the academic achievement of secondary school students in Kwara State. These testify high significant relationship as indicated by the calculated f-value of 29.856.

Discussions

The finding of the study showed that there is a positive significant relationship between parental involvements and academic achievement of secondary school students in Kwara State. Parental involvements in child's learning contribute to the child's school achievement, for instance when parents make sure their children attend school regularly and on time and help children with home works, all these greatly influence the children's academic achievement. This is in line with Adeyemo (2009) who noted that students with parents who are involved in their education tend to have fewer behavioural problems and better academic performance, and are likely less to drop out of school than students whose parents are not involved in their school activities. Also, Oluwature (2018) also confirmed that parental involvement has been used to mean parental expectation of school performance, and that deliberate efforts by the home to enhance academic performance. There is no doubt that a child that belief the parents will expect feedbacks from him, will have the zeal for success in school.

Another finding showed that there is a significant difference in the academic achievement of secondary school students in Kwara State on the basis of their parental education. The finding revealed that those students whose parents had degree certificates and above performed better than other categories of students. From the finding, highly educated parents have the right skills that the child may need at a particular point in time because they know when the child should read and sleep. Educated parents can even help their children to plan time for chores so that it will not affect their home works and other relevant school activities that may enhance their learning. These findings agreed with those of Ozurumba, Briggs, Ebura's and Emanghe (2007) who opined that parents with higher levels of education are more likely to believe strongly in their ability to help their children to learn. This finding also supports the findings of Surie (2009) who conducted a research to find out the lines between mother's literacy level and their children's academic achievement. He found that the amount of times and interest parents take in their children and their education has positive input in their learning ability even if whether both parents are illiterates.

The finding of the study showed that a significant relationship existed among parental involvement, parental education and academic achievement of secondary school students in Kwara State. The result shows that parental education contributed more than parental involvement to academic achievement of the students. The educational background of a parent is very important in the life of the child. The educated mother or father can work together with their children for better achievement in school. Parental involvement is more enormous with educated parents since educated parents know when and how to be involved in their children's educational pursuit. This will no doubt improve the academic achievement of the child. So, both parental education and involvement work together to improve academic achievement of a child. Encyclopedia of Education (2010) agreed that the family status variable such as parental level of education is a useful starting point, but it is not sufficient as an explanation of how parents influence children's developmental literacy. This means children of educated parents are not influenced to succeed in school simply by their parents' educational level. Robert (2022) confirmed that the children succeed because of the parental practices usually associated with level of education. They succeed in school because their parents have knowledge about how school functions. They know how to help their children with school work and promote home learning experience similar to those found in school which is broadly known as parental involvement. This finding contradicted the finding of Epstein (2007), who concluded that rather than parental educational background, it is the level of parental knowledge of school and especially involvement in school activities that influence the children development. Although both status and process variables work hand in hand to influence academic achievement.

Conclusion

1. Relationship existed among parental involvement, parental education and academic achievement of secondary school students in Kwara State
2. There is difference in the academic achievement of secondary school students in Kwara State on the basis of their parental education
3. Positive relationship between parental involvements and academic achievement of secondary school students in Kwara State.

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